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ABSTRACT

The National Longitudiral Study of the High School Class of 1972 (NLS) critical data base contains 151 items (plus background information) from the base year and followup questionnaires; about thirty-seven percent of all items. This set of critical items consists of: (1) basic demographic variables; (2) items necessary for defining activity states (occupations); (3) key items from the first and second followups; (4) base year items included in the resurvey section of the first followup questionnaire; and (5) critical items based on rankings by the National Center for Education Statistics (NCES) and a users committee formed by NCES to provide guidance in questionnaire development. The items in the critical data base, particularly those for the followup questionnaires, may be used as a check list of crucial questions to be included in future followups. Appended tables list the item numbers for each survey included in the critical data base and provide item descriptions. The relationship of the planned third followup survey to the critical data base is discussed. (Author/CP)

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National Longitudinal Study of the High School Class of 1972
Critical Data Base

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Prepared by

National Center for Education Statistics
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I. INTRODUCTION

The potential uses for the information provided by the National Longitudinal Study (NLS) exceed the interests of any particular group. The study is designed to be responsive to the needs of many governmental agencies, the educational research community, and the education community in general. For each of these constituencies which support the NLS there is a certain critical core of data which should be collected in order to realize the maximum potential of the study. Thus instead of a single clearly enunciated analytic goal or concept underlying the body of data to be collected, there are several different purposes which the study has served and must continue to serve. The problem inherent in the limitless possibilities of information which could be collected is that of deciding just what to collect and what not to collect, that is, placing limits on the size, content, and complexity of the instruments which are responsive to budget limitations, to respondent burden, and to varied analytic needs.

The purpose of this paper is to identify that set of items in the NLS which appear most indispensable. This critical data base can then be used to aid in decisions concerning what data should be collected in future follow-ups, and how complete and accurate the data need to be.

II. BACKGROUND

The National Longitudinal Study was initiated in response to a survey conducted by the National Center for Education Statistics (NCES) to determine the data needs of educational policymakers and researchers. The survey indicated needs for data that would provide longitudinal information on student educational-vocational experiences and outcomes. The NLS is fulfilling these needs by periodically collecting data on a national sample of 23,451 members of the high school graduating class of 1972.

A base-year survey conducted in the spring of 1972 by Educational Testing Service, and two follow-ups conducted by Research Triangle Institute in 1973 and 1974, have gathered information on the participants' experiences, activities, attitudes, satisfactions, environments, and plans as they move into adulthood. The third follow-up is scheduled for

the fall of 1976 and another will take place two years later. The data will be useful in identifying and understanding the major branching or decision points in the respondents' educational and vocational patterns in the years following high school graduation. Analyses of the data will enable researchers to trace significant linkages of path choices, to estimate associated transition probabilities, and to gain insight into the relative importance of factors which determine these probabilities. Federal agencies may find NLS data particularly useful in determining policy needs and program impacts.

A Users Committee was formed by NCES to provide more specific, program-based guidance for questionnaire development, the members being from such agencies as the Office of the Assistant Secretary for Education (ASE), the Bureau of Occupational and Adult Education (BOAE), the Bureau of Postsecondary Education (BPE) and the Office of Planning, Budgeting, and Evaluation (OPBE). This group has played an important role in framing the survey instrumentation for each follow-up.

In the conceptual model of the NLS (Figure 1) which has guided follow-up questionnaire development thus far, the secondary-postsecondary system is viewed as an input-output system, with antecedert outputs becoming inputs to subsequent stages. The process begins with a set of predetermined characteristics (sex, race, SES, etc.). These characteristics, together with high school experiences, produce the base-year outcome variables--self-esteem, grade performance, and future plans, for example.

These secondary school outputs and their antecedents then become input variables to the next stage of the model, initial postsecondary school and work experiences. New activities, experiences, and influences join these input variables to produce the next set of output variables, measured in the first follow-up survey. Subsequent stages of the model are replications of this input/output process. Moderator variables are added (or deleted) as life roles change and develop.

III. DEVELOPMENT OF THE NLS CRITICAL DATA BASE

A. The Need

The scope of the National Longitudinal Study is of such magnitude and the spectrum of possible analyses so broad that there is a problem in

deciding what to ask and what not to ask. It is understandable that, due to the potential richness of the full data set and the size and representativeness of the sample, the study has been of interest to and had input from numerous agencies and researchers with varied priorities. As pointed out by Dr. Robert C. Nichols, a member of the July 1975 NLS NCES/RTI Site Visit Team, "This broad orientation has made the data potentially useful from a variety of different perspectives; however, it is also the source of what seem to me to be the major current problems of NLS."[1] The survey questionnaire has grown in length and complexity to the point that skip patterns are formidable, item response rates are difficult to assess (and potential biases are unknown), and the sheer volume of the data file can deter all but the well-funded from attempting analyses. Additionally, as the content of each follow-up is dependent on and, to some extent, restricted by the content of the previous follow-up, the decision to add new items or delete existing items is becoming increasingly difficult.

Although the conceptual model provides some guidance in questionnaire development, it is broadly defined and therefore gives no specific rules for including or excluding items. Certain variables are considered by everyone to be of the utmost importance; others have gone through iterative development and their overall importance to the study may still be debatable. A certain amount of flexibility in including, excluding, or modifying items is desirable; but items which are considered indispensable to the needs of most current and potential users of the NLS need to be identified to insure that they are not overlooked (although not necessarily included) in each follow-up and in future cohorts. While final item decisions for a particular survey should depend on the objectives of the survey (however loosely defined), the current NLS critical data base, composed of items which have been seen as the most important among the data already collected, can serve as a core around which future follow-up questionnaires can be built.

B. Problems

Problems involved in defining a critical data base for the NLS go beyond those caused by the wide range of interest and participation in the

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[1] Nichols, Robert C., "National Longitudinal Study Site Visit, July 25 - August 1, 1975" (Individual Report).

study. Contributing to the problems is the changing importance of certain developmental areas as NLS survey participants mature and move from youth to adulthood. Their activities as well as their attitudes are changing from year to year, and the focus of the follow-up questionnaires should change accordingly from year to year. The third follow-up survey provides some examples of this changing focus. Because 1972 graduates who went straight through college will have graduated in spring 1976, a section on graduate study should be included in the questionnaire. On the other hand, a larger proportion of sample members than before will be in the labor force, another area which should be given added attention. The shift in dependence from parents to spouse, and the growing importance of the respondent's own family, also deserve additional attention.

The variability in focus is also influenced by the particular timely interests of policy makers and data users. The efficacy of vocational education and the provision of postsecondary financial aid are current policy data needs being met by NLS; there is increasing concern about equality of opportunity for women and minorities. Voting behavior in this election year is another area that may be of more interest and importance in fall 1976 than at any other time. The growth of consumerism or the increasing criticality of energy consumption may be the policy data needs of the future that the NLS must address.

What is important to ask in NLS questionnaires is changing. This fact makes it crucial to identify that essential set of data which should not change.

IV. COMPOSITION OF THE CRITICAL DATA BASE

Questions in the NLS may be grouped into those which are readily identified as critical, and those whose criticality is less clear. The decision as to whether or not items in the latter group are essential must be based on some objective, though flexible, criterion. This section describes the composition of the proposed critical data base and the procedures and criteria involved in its creation. The critical data base is defined in terms of the Base-Year (BY), First and Second Follow-Up (FFU and SFU) Questionnaire items; the relationship of the planned third follow-up survey to these items is discussed in the following section.

A. Definitely Critical Items

Items which fall into the definitely critical category are in four groups. First, there are the six basic classification variables which have been used to define subpopulations of the sample for descriptive analyses. Second, there are the dozen or so items necessary for defining activity states of the respondent. Third, there are those items which were designated as key items; respondents who failed to answer these items, or who answered them inconsistently, were telephoned and the missing information was collected. Finally, because of the need to collect data on some 4000 sample members who did not participate in the base-year survey, a list of crucial items from the Base Year has been previously designated.

1. Basic Classification Variables

The six background variables used in the NLS to define analytic subpopulations of interest are:

Sex (male, female)

Race (black, white, Spanish-American)

Family SES (high, middle, low)

Ability (high, middle, low)

High school region (Northeast, North Central, South, West)

High school program (general, academic, vocational)

Items which identify sex, race, high school program, and the several items used to define the SES composite for the BY, FFU, and SFU questionnaires are shown in Table 1. The ability score was obtained by developing a linear composite of four standardized test scores from among the Test Book data collected in the base-year survey. High school region was determined from sampling frame information. (Because this paper focuses on questionnaire items, ability and high school program are omitted from the tables of critical items.)

Every reasonable effort in successive surveys has been made to obtain sufficient information from each participating sample member so that these basic classifications can be made. Thus, although these variables must be considered critical, it is not necessary to ask for this information in every future survey.

On the other hand, the respondent's SES is now defined based on his family situation at the time he was a senior in high school. While this background SES will continue to be crucial for most analyses, it may be desirable at some point to develop an additional SES composite based on the respondent's own circumstances.

2. Activity State Classification Variables

As part of the first follow-up analysis and reporting, planning and activity states were defined for each NLS respondent. Base-year information was used to classify a student into one of nine planning states (i.e., what his/her spring 1972 plans were for fall 1972). These planning states were (1) vocational-technical study, (2) two-year college study, (3) four-year college study, (4) working full-time, (5) working part-time only, 6) on-the-job training, (7) military service, (8) full-time homemaker, and (9) other (e.g., travel, take a break). A slightly different set of classifications was used in assigning October 1972 and 1973 activity states: (1) study status, (2) type of school, (3) full-time versus part-time study, (4) work status, (5) full-time versus part-time work, (6) homemaker, (7) looking for work, and (8) military service. These same eight activity states were determined for the respondents in October 1974, using second follow-up data.[2]

Items used in defining activity states have been and will continue to be most critical in descriptive, predictive, and causal modeling analysis. Table 2 indicates the items from each of the three surveys used to define planning and activity states.

3. Key Items

Twenty-one first follow-up and twenty-four second follow-up items, plus background information, were designated as necessary for the acceptability of the questionnaires. These key items were questions used to develop activity state composites and to obtain information thought to be especially necessary by the project sponsor. Respondents who failed to answer or answered inconsistently these items were contacted for clarification and correction.

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[2] G. H. Dunteman and S. S. Peng, National Longitudinal Study of the High School Class of 1972: Planning and Activity States Analyses. Research Triangle Institute, Research Triangle Park, North Carolina. September 1975.

The list of key items will continue to grow and change, as new items are deemed necessary for 100% response and others become less important. Key items from the first and second follow-ups are included in the critical data base as shown in Tables 3 and 4, respectively.

4. Extra Questions in FFU Form B

Critical items from the base year were implicitly defined as part of the FFU resurvey activities initiated to collect retrospective data from more than 4,000 sample members who did not participate in the base-year survey. The fourteen items at the end of FFU Form B constitute, therefore, the most important base-year information. The base-year questions which ask for this information should be a part of the NLS critical data base. These items, along with those already discussed, will make up the base-year items to be included in the critical data base and are shown in Table 5.

B. Critical Items Based on Rankings by NCES and the Users Committee

At the beginning of the questionnaire development process in June 1975 for the third follow-up field test, members of the Users Committee were asked to rank items from the second follow-up. The purpose of these rankings was to identify those items which were crucial for inclusion in the third follow-up and those which might be considered for deletion. NCES staff members involved with NLS and Users from four groups (ASE, BOAE, BPE, OPBE) were asked to rank items along these guidelines:

1 - This item essential to my data needs

2 - This item useful, but not essential to my data needs

3 - This item of limited use to my data needs

4 - This item of no use whatever to my data needs

These rankings were used to determine the items which are most important to those currently involved with the NLS data. Although many of the items selected fell into one or more of the four groups described in the previous section, some additional items were identified.

The criterion used for determining the critical items was that the item either have a mean score of 1.5 or less (Table 6), or scores of "1" by more than half of the persons participating (Table 7). A mean score of 1

was thought to be too conservative an estimate of essential items while a score of 2 seemed excessive and might single out items which were critical to no one; thus the decision was to use 1.5. To guard against excluding items which had mean scores higher than 1.5 but were considered critical by a significant proportion of those involved, the second criterion was instituted. Fifty-four items were identified using these criteria, twenty-five of which had been previously identified as indispensable. Thus, this process added 29 SFU items, plus their FFU parallels, to the critical data base already composed of basic classification variables, planning and activity state variables from the three surveys, key items from the first and second follow-ups, and base-year items which were used for resurvey purposes.

Interestingly, only five items out of 156 considered in the ranking process received no scores of "1": acceleration of college program (43), plans to work for same employer (86), number of brothers (119), number of sisters (120), and high school teachers' expectations of respondents (149).

C. Summary of Items Included in the NLS Critical Data Base

The NLS critical data base as it has been described contains 151 items (plus background information) from the base year and follow-up questionnaires; about thirty-seven percent of all items. This set of critical items is made up of basic classification variables, items necessary for defining activity states, key items from the first and second follow-ups, the base year items included in the resurvey section of the First Follow-Up Questionnaire, and critical items based on rankings by NCES and the Users Committee. The items in the critical data base, particularly those for the follow-up questionnaires, may be used as a check list of crucial questions to be included in future follow-ups. Table 8 lists the item numbers for each survey included in the critical data base. Table 9 lists these items and also gives item descriptions.

V. THE THIRD FOLLOW-UP SURVEY

The NLS critical data base as defined herein is based on the three surveys already conducted. It may be that, during instrument development, collection, and analyses of the third follow-up (TFU) data, particular new items will be singled out as being of such importance that they should be added to this list of critical items.

One aspect of the third follow-up survey that needs to be discussed briefly is the intervening year. The second follow-up target period was October 1973 to October 1974, with primary focus on October 1974. The target period for third follow-up is October 1975 to October 1976, with primary focus on October 1976. Because this new follow-up covers a two- - year span, it is necessary to ask some questions about the respondents' activities and experiences during the non-survey year, i.e., October 1974 to October 1975, as well as the target period. Thus we are again posed with the problem of what to ask and what not to ask, particularly with respect to the "extra" time period.

A similar situation occurred in the first follow-up which covered the one- and one-half-year period from spring 1972 to fall 1973, with primary focus on October 1973. Because of the importance of having information in the respondents' activities in the fall following high school graduation, a significant amount of detail was obtained for the resurvey period, specifically October 1972. The decision of whether or not to include items necessary to get an equal amount of detail for October 1975 depends on several conditions--what is necessary to know, how much is reasonable to ask retrospectively, space in the questionnaire, complexity of skip patterns, etc. Minimally, the data necessary to define activity states for October 1975 need to be collected.

Table 10 lists the items from the Third Follow-Up Field Test Questionnaire (Form B) which are parallel to the second follow-up items in the critical data base. Listed in Table 11 are those items which are necessary to define activity states for the intervening year.

TABLE 1. BASIC CLASSIFICATION VARIABLES

	BY	FFU (Form B)	SFU
Sex	-*	Section F	Section G
Race	84	95	8
High school program	2	86	-
SES	25 Parents' occupations 90 Highest educational level of parents 93 Parents' income 94 Consumer items	78 Highest educational level of parents 79 Father's occupation 93 Parents' income 94 Consumer items	- - - 110 Consumer items

*In the base-year survey, sex was determined from the Student Record Information Form.

TABLE 2. BY, FFU, AND SFU ITEMS USED TO DEFINE ACTIVITY STATES

BY	FFU	SFU
31 Post-h.s. plans	23 School attendance since h.s.	1 Activity first week of October 1974
32 When plan to begin full-time work	24 Reasons for not continuing education	9 School attendance October 1973 through October 1974
38 When plan to begin apprenticeship or on-the-job training	25 School attendance October 1973	10 School attendance October 1974
43 When plan to begin military service	26b Nature of school	11 Name and location of school
50 When plan to become homemaker	26c Type of school	12 Nature of school
55 When plan to begin vocational courses	27b Student status	14 Date of first attendance
65 When plan to begin college	27c Hours per week in class	15 Current enrollment
77 When plan to begin part-time work	29a School attendance October 1972	16 Student status
	29b Reasons for not continuing education after high school	17 Hours per week in class
	30 Whether same school October 1972 as October 1973	74 Employment from October 1973 through October 1974
	32b Nature of school	75 Employment October 1974
	33b Student status	76 Job description October 1974
	33c Hours per week in class	77 Hours worked per week
	48a Employment during October 1973	78 Earnings per week
	48b Reasons not working October 1973	
	48c Looking for work September 1973	
	49 Job description October 1973	
	50a Hours worked per week	
	54a Employment during October 1972	
	54b Reasons not working October 1972	
	54c Looking for work October 1972	
	55 Job description October 1972	
	56a Hours worked per week	
	64 Military service since h.s.	
	67 Date began active duty	
	74 Current military status	

TABLE 3. FIRST FOLLOW-UP KEY ITEMS

1	Activity first week of October 1973
16	Plans for October 1974
21	Training other than academic or vocational
22a	Types of programs or courses
23	School attendance since high school
25	School attendance October 1973
26a	Name and location of school October 1973
28a	Field of study
28b	Categorical description of field or area
29a	School attendance October 1972
30	Whether same school October 1972 as October 1973
32a	Name and location of school October 1972
34	Whether field of study same October 1972 as October 1973
37	Withdrawal from school
48a	Employment during October 1973
49a-d	Job description October 1973
54a	Employment during October 1972
55a-d	Job description October 1972
58a	Number of weeks worked between October 1972 and October 1973
64	Military service since October 1973
95	Location of residence
Section F:	Background Information

TABLE 4. KEY ITEMS FROM THE SECOND FOLLOW-UP

1	Activity first week of October 1974
8	Race
9	School attendance October 1973 through October 1974
10	School attendance October 1974
11	Name and location of school October 1974
12	Nature of school
15	Current enrollment at this school
16	Student status October 1974
19	Field of study
28	Participation in work activity along with schooling
32	Any additional matriculation
33	School name and location
34	Nature of school
58	Training other than academic or vocational
59	Types of programs or courses
66	Certification earned from October 1973 to October 1974
74	Employment from October 1973 through October 1974
75	Employment during October 1974
76	Job description October 1974
88	Whether respondent held two jobs simultaneously
92	Jobs held, other than those reported previously
93	Description of other job held
121	Military service since October 1973
128	Current military status
Section G:	Background information

TABLE 5. RESURVEY ITEMS IN THE FIRST FOLLOW-UP (FORM B) WITH CORRESPONDING BASE-YEAR ITEMS

FFU	BY	
86	2	High school program
87	5	High school grades
88	8	Hours worked per week when senior in high school
89	10	High school activities
90	27	When decided whether or not to attend college
91	16	Plans of high school friends
92	91	Parents' educational expectations for respondent
93	93	Parents' income
94	94	Consumer items
95	84	Race
96	88	Whether English is primary language
97	92	Religion
98	95	Location of residence
99	83	Physical condition

TABLE 6. SFU ITEMS WITH A MEAN SCORE $\leq$ 1.5*

Item	Score	Description
1	1.09	Activity first week of October 1974
8	1.00	Race
9	1.00	School attendance October 1973 through October 1974
10	1.30	School attendance October 1974
12	1.27	Nature of school
14	1.27	Date of first attendance
15	1.45	Current enrollment at this school
16	1.45	Student status October 1974
18	1.50	Student classification October 1974
19	1.45	Field of study
20	1.27	Categorical description of field or area
21	1.42	Nature of program
23	1.45	Type of certification sought as of October 1974
28	1.33	Participation in work activity along with schooling
29	1.33	Hours worked per week while in school
30	1.43	Whether worked for school attending
46	1.27	Receipts of financial assistance other than loans
47	1.27	Nature of financial assistance
49	1.27	Receipts of financial loans
50	1.27	Type of loan(s) received
67	1.42	Job seeking in relation to training received
70	1.50	Job seeking in locality other than where received training
74	1.09	Employment from October 1973 through October 1974
75	1.36	Employment during October 1974
76	1.46	Description of job held during October 1974
77	1.23	Hours worked per week
78	1.14	Earnings per week
83	1.25	Whether hired because of training
91a	1.27	Reasons for not working in October 1974
91b	1.33	Whether respondent sought work in October 1974
113	1.16	Total income during all of 1974
121	1.36	Military service since October 1973
140	1.46	Educational expectations

*Calculations were based on the number of individuals ranking a particular item. Items which were decided later, with the approval of the Users Committee, to be excluded from future surveys were not included in these calculations.

TABLE 7. SFU ITEMS WHICH RECEIVED SCORES OF 1 FROM MORE THAN HALF OF THOSE WHO RANKED THE ITEMS*

1	Activity first week of October 1974
9	School attendance October 1973 through October 1974
10	School attendance October 1974
11	Name and location of school October 1974
12	Nature of school
14	Date of first attendance
15	Current enrollment at this school
16	Student status October 1974
18	Student classification October 1974
19	Field of study
20	Categorical description of field or area
21	Nature of program
23	Type of certification sought as of October 1974
28	Participation in work activity along with schooling
29	Hours worked per week while in school
32	Any additional matriculation
34	Nature of school
44	Estimated school and living expenses
45	Months in school from Fall 1973 through Summer 1974
46	Receipts of financial assistance other than loans
47	Nature of financial assistance
48	Monetary value of financial assistance
49	Receipts of financial loans
50	Type of loan(s) received
51	Monetary value of loan(s)
58	Training other than academic or vocational
59	Types of programs or courses
61	Type of work trained for
64	Extent of congruence between training and job performance
66	Certification earned from October 1973 through October 1974
72	Length of time required to ultimately find work
74	Employment from October 1973 through October 1974
75	Employment during the first week of October 1974
76	Description of job held during the first week of October 1974
77	Hours worked per week
78	Earnings per week
88	Whether respondent held two jobs simultaneously
89	Hours worked per week (other job)
90	Earnings per week (other job)
91a	Reasons not working in October 1974
91b	Whether respondent sought work in October 1974
105	Marital status
111	Number of dependents
112	Dependency status of respondent
113	Total income during all of 1974
118	Number of children
121	Military service since October 1973
128	Current military s[illegible]

*Calculations were based on the number of individuals ranking a particular item. Items which were decided later, with the approval of the Users Committee, to be excluded from future surveys were not included in these calculations.

TABLE 8. THE NLS CRITICAL DATA BASE

BY		FFU		SFU	
2	55	1	46b	1	59
5	65	7a	47	8	61
8	77	8	48a	9	64
10	83	9	48b	10	66
16	84	10	48c	11	67
25	88	11	49	12	70
27	90	14	50a	14	72
31	91	16	50b	15	74
32	92	21	53	16	75
38	93	22a	54a	17	76
43	94	23	54b	18	77
50	95	24	54c	19	78
		25	55	20	83
		26a	56a	21	88
		26b	58a	23	89
		26c	64	28	90
		27b	67	29	91a
		27c	74	30	91b
		27d	78	32	92
		28a	79	33	93
		28b	86	34	105
		29a	87	44	110
		29b	88	45	111
		30	89	46	112
		32a	90	47	113
		32b	91	48	118
		33b	92	49	121
		33c	93	50	128
		34	94	51	140
		37	95	58	Background Information
		39	96		
		42	97		
		43	98		
		46a	99		
			Background Information		

TABLE 9. ITEMS IN THE NLS CRITICAL DATA BASE AND REASONS FOR THEIR INCLUSION

		Basic Classification Variables	Activity State Item	Key Item	Resurvey Item	Mean ≤ 1.5 Score of 1 From More Than Half
Base-Year						
2	High school program	x			x	
5	High school grades				x	
8	Hours worked per week when senior in high school				x	
10	High school activities				x	
16	Plans of high school friends				x	
25	Parents' occupations	x				
27	When decided whether or not to attend college				x	
31	Post high school plans		x			
32	When plan to begin full-time work		x			
38	When plan to begin apprenticeship or on-the-job training		x			
43	When plan to begin military service		x			
50	When plan to become homemaker		x			
55	When plan to begin vocational courses		x			
65	When plan to begin college		x			
77	When plan to begin part-time work		x			
83	Physical condition				x	
84	Race	x			x	
88	Whether English is primary language				x	
90	Highest educational level of parents	x				
91	Parents' educational expectations for respondent				x	
92	Religion				x	
93	Parents' income	x			x	
94	Consumer items	x			x	
95	Location of residence				x	
First Follow-Up						
1	Activity first week of October 1973			x		x
7a	Marital status					x
8	Number of children					x
9	Dependency status of respondent					x
10	Number of dependents					x
11	Total income during all of 1973				x	x
14	Educational expectations				x	
16	Plans for October 1974			x		
21	Training other than academic or vocational			x		x
22a	Types of programs or courses			x		x
23	School attendance since high school		x	x	x	x
24	Reasons for not continuing education		x			
25	School attendance October 1973		x	x	x	x

TABLE 9. (con.)

	Basic Classification Variable	Activity State Item	Key Item	Resurvey Item	Mean ≤ 1.5	Score of 1 From More Than Half
26a Name and location of school October 1973			x			x
26b Nature of School		x			x	x
26c Type of school		x				
27b Student status		x			x	x
27c Hours per week in class		x				
27d Student classification					x	x
28a Field of study			x		x	x
28b Categorical description of field or area			x		x	x
29a School attendance October 1972		x	x			
29b Reasons for not continuing education after high school		x				
30 Whether same school October 1972 as October 1973		x	x			
32a Name and location of school October 1972			x			
32b Nature of school		x				
33b Student status October 1972		x				
33c Hours per week in class		x				
34 Whether field of study same October 1972 as October 1973			x			
37 Withdrawal from school			x			
39 Any additional matriculation						x
42 Type of certification sought					x	x
43 Certification earned since high school						x
46a Estimated school and living expenses and months in school					x	x
46b Breakout of expenses					x	x
47 Sources of school finances					x	x
48a Employment during October 1973		x	x		x	x
48b Reasons not working October 1973		x			x	x
48c Looking for work September 1973		x			x	
49 Job description October 1973		x	x		x	x
50a Hours worked per week		x				x
50b Earnings per week						x
53 Whether respondent held two jobs simultaneously						x
54a Employment during October 1972		x	x			
54b Reasons not working October 1972		x				
54c Looking for work October 1972		x				
55 Job description October 1972		x	x			
56a Hours worked per week		x				
58a Number of weeks worked between October 1972 and October 1973			x			

TABLE 9. (con.)

		Basic Classificati Variable	Activity State Item	Key Item	Resurvey Item	Mean ≤ 1.5	Score of 1 From More Than Half
64	Military service since high school		x	x		x	x
67	Date began active duty		x				
74	Current military status		x				x
78	Highest educational level of parents	x					
79	Father's occupation	x					
86	High school program	x			x		
87	High school grades				x		
88	Hours worked per week when senior in high school				x		
89	High school activities				x		
90	When decided whether or not to attend college				x		
91	Plans of high school friends				x		
92	Parents' educational expectations for respondent				x		
93	Parents' income	x			x		
94	Consumer items	x			x		
95	Location of residence	x		x	x		
96	Whether English is primary language				x		
97	Religion				x		
98	Location of residence				x		
99	Physical condition				x		
Background Information		x		x			
Second Follow-Up							
1	Activity first week of October 1974		x	x		x	x
8	Race	x		x		x	
9	School attendance October 1973 through October 1974		x	x		x	x
10	School attendance October 1974		x	x		x	x
11	Name and location of school		x	x			x
12	Nature of school		x	x		x	x
14	Date of first attendance		x			x	x
15	Current enrollment		x	x		x	x
16	Student status		x	x		x	x
17	Hours per week in class		x				
18	Student classification October 1974					x	x
19	Field of study			x		x	x
20	Categorical description of field or area					x	x
21	Nature of program					x	x
23	Type of certification sought as of October 1974					x	x
28	Participation in work activity along with schooling			x		x	x
29	Hours worked per week while in school					x	x
30	Whether worked for school attending					x	
32	Any additional matriculation			x			x
33	School name and location			x			

TABLE 9. (con.)

		Basic Classification Variable	Activity State Item	Key Item	Resurvey Item	Mean ≤ 1.5	Score of 1 From More Than Half
34	Nature of school			x			x
44	Estimated school and living expenses						x
45	Months in school from fall 1973 through summer 1974						x
46	Receipts of financial assistance other than loans					x	x
47	Nature of financial assistance					x	x
48	Monetary value of financial assistance						x
49	Receipts of financial loans					x	x
50	Type of loan(s) received					x	x
51	Monetary value of loan(s)						x
58	Training other than academic or vocational			x			x
59	Types of programs or courses			x			x
61	Type of work trained for						x
64	Whether respondent has used training on any job						x
66	Certification earned from October 1973 to October 1974			x			x
67	Job seeking in relation to training received					x	
70	Job seeking in locality other than where received training					x	
72	Length of time required to ultimately find work						x
74	Employment from October 1973 through October 1974		x	x		x	x
75	Employment October 1974		x	x		x	x
76	Job description October 1974		x	x		x	x
77	Hours worked per week		x			x	x
78	Earnings per week		x			x	x
83	Whether hired because of training					x	
88	Whether respondent held two jobs simultaneously			x			x
89	Hours worked per week (other job)						x
90	Earnings per week (other job)						x
91a	Reasons for not working in October 1974					x	x
91b	Whether respondent sought work in October 1974					x	x
92	Jobs held other than those reported previously			x			
93	Description of other job held			x			
105	Marital status						x
110	Consumer items	x					
111	Number of dependents						x
112	Dependency status of respondent						x
113	Total income during all of 1974					x	x
118	Number of children						x
121	Military service since October 1973			x		x	x
128	Current military status			x			x
140	Educational expectations					x	
Background Information		x		x			

TABLE 10. THIRD FOLLOW-UP FIELD TEST (FORM B) ITEMS PARALLEL TO SECOND FOLLOW-UP ITEMS IN THE CRITICAL DATA BASE*

1	Activity first week of October 1976
10	School attendance October 1974 through October 1976
11	School attendance October 1976
12	Name and location of school October 1976
13	Nature of school
14	Date of first attendance
15	Current enrollment at this school
16	Student status October 1976
18	Hours per week in class October 1976
19	Student classification October 1976
20	Field of study
21	Categorical description of field or area
22	Nature of program
23	Type of certification sought as of October 1976
25	Participation in work activity along with schooling
26	Hours worked per week while in school
27	Whether worked for school attending
40	Any additional matriculation
41	Name and location of other school
42	Nature of school
55	Estimated school and general living expenses
56	Months in school
57	Financial assistance other than loans
58	Loans
61	Certification earned from October 1974 to October 1976
85	Training other than academic or vocational
86	Types of programs or courses
88	Type of work trained for
91	Whether respondent has used training on any job
93	Job seeking in relation to training received
96	Job seeking in locality other than where received training
98	Length of time required to ultimately find work
100	Employment during October 1976
101	Reasons for not working October 1976
102	Job description October 1976
103	Hours worked per week October 1976
104	Earnings per week October 1976
116	Whether hired because of training
120	Whether respondent held two jobs simultaneously October 1976
121	Hours worked per week (second job)
122	Average earnings per week (second job)
134	Jobs held, other than those reported previously

*Dates in this list of items have been changed as they will be for the third follow-up full scale survey.

TABLE 10 (con.)

135	Description of other job held
153	Military service since October 1974
160	Current military status
163	Marital status
174	Consumer items
175	Number of dependents
176	Dependency status of respondent
177	Total income for 1975 and 1976
180	Number of children
206	Educational expectations
208	Race
	Background Information

TABLE 11. INTERVENING YEAR ITEMS IN THE THIRD FOLLOW-UP FIELD TEST NECESSARY FOR DEFINING ACTIVITY STATES*

8	Activity October 1975
10	School attendance October 1974 through October 1976
29	School attendance October 1975
30	Name and location of school October 1975
31	Nature of school
32	Date of first attendance
33	Student status October 1975
34	Hours per week in class October 1975
123	Employment during October 1975
124	Job description October 1975
125	Hours worked per week
126	Earnings per week

*Dates in this list of items have been changed as they will be for the third follow-up full scale survey.